



Manifested Style of Leadership Influencing Instructors' Satisfaction in a Vocational College in Chengdu, China

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Abstract: This study explored the manifested leadership styles of school administrators and their influence on instructors' job satisfaction at Chengdu Vocational and Technical College of Industry and Trade in Chengdu, China. Specifically, it examined how instructors' demographic profiles—sex, age, educational attainment, and length of service—related to their perceptions of four leadership styles: authoritative, democratic, facilitative, and situational. The study employed a quantitative-descriptive method, utilizing survey questionnaires administered to 231 faculty members. Findings revealed that respondents perceived all four leadership styles as only slightly evident in current administrative practices, with the authoritative style being the most apparent, followed by facilitative, situational, and democratic styles. Furthermore, statistical analysis showed no significant differences in the respondents' assessments of leadership styles when grouped according to their demographic profiles. These findings suggest a shared and consistent perception of school leadership regardless of demographic differences, highlighting the need for more intentional and visible leadership practices to enhance instructor satisfaction within the institution.

Keywords: Leadership Style, Job Satisfaction, Authoritative Leadership, Facilitative Leadership, Situational Leadership

I. Introduction

In the realm of education, leadership plays a pivotal role in determining the success and overall quality of the educational environment. While it is often said that “students are as good as their teachers,” it is equally pertinent to ask, “are subordinates as good as their leaders?” In educational institutions—whether primary, secondary, or tertiary—leaders are expected to guide, organize, and direct efforts to deliver quality and competitive education. Educational leaders are tasked with planning, leading, and controlling activities to ensure the effective operation of their institutions. The leadership style adopted by these administrators can significantly influence not only the school's culture but also the job satisfaction and well-being of teachers [1].

Effective school leadership is undeniably a critical factor in the success of educational institutions. The leadership style of school administrators plays a crucial role in shaping the school's work environment, which directly impacts the job satisfaction of teachers. Teachers' job satisfaction, in turn, is a key determinant of their engagement, commitment, and performance, which directly influences student outcomes. Therefore, understanding the dynamics between leadership styles and teachers' job satisfaction is essential for creating an environment conducive to both teacher well-being and student success [2].

Leadership styles in educational institutions can vary widely. Administrators may adopt an autocratic approach, making decisions unilaterally, or they may embrace a democratic style, involving teachers in the decision-making process. Other leaders may exhibit transformational leadership, which inspires and motivates staff, while some may rely on transactional leadership, which is based on rewards and punishments to achieve compliance. Additionally, laissez-faire leaders may give teachers considerable autonomy, allowing them to shape their own teaching environments. Each leadership style can have a different impact on teachers' job satisfaction, either fostering a positive work environment or creating dissatisfaction and disengagement [3].

Autocratic leadership, for instance, is characterized by leaders who make decisions without consulting their teachers. This style often leads to frustration and a sense of disempowerment among staff, potentially diminishing their job satisfaction. In contrast, democratic leadership encourages teacher involvement in decision-making, which can enhance their job satisfaction by fostering a sense of ownership and respect. Transformational leadership goes beyond just decision-making—it inspires teachers by setting a compelling vision and fostering a culture of innovation and growth, often resulting in higher job satisfaction. Transactional leadership, although effective in rewarding performance, can create a work environment where teachers are primarily motivated by external rewards, which may not foster long-term satisfaction. Lastly, laissez-faire leadership provides teachers with considerable autonomy, but excessive freedom without guidance can lead to confusion and frustration, negatively affecting job satisfaction [4].

The relationship between leadership styles and teacher job satisfaction has been the subject of numerous studies. Research consistently shows that a positive work environment, driven by supportive and inclusive leadership, correlates with higher levels of teacher engagement and satisfaction. Conversely, authoritarian or laissez-faire leadership styles often lead to disengagement, frustration, and dissatisfaction among teachers, which can, in turn, undermine the overall educational



experience for students. This highlights the importance of selecting and adapting leadership styles that foster a supportive and motivating environment for teachers.

This study seeks to explore how the leadership styles of administrators at Chengdu Vocational and Technical College of Industry and Trade in Chengdu, China, influence the job satisfaction of instructors. By assessing the relationship between these variables, the research aims to provide valuable insights into how different leadership approaches can enhance or hinder teacher satisfaction within the vocational education sector. Furthermore, the findings will inform educational policymakers and administrators on how leadership development programs can be tailored to improve school environments and, ultimately, the quality of education.

Research Questions

This study investigates the relationship between school administrators' leadership styles and teachers' job satisfaction at Chengdu Vocational and Technical College of Industry and Trade, Chengdu, Sichuan, China. The study specifically addresses the following research questions:

1. What is the demographic profile of the teacher respondents in terms of:
 - 1.1. sex; 1.2. age; 1.3. educational attainment; and 1.4. length of service?
2. What is the assessment of the teacher respondents of their school administrator's leadership style:
 - 2.1. authoritative; 2.2. democratic; 2.3. facilitative; or 2.4. situational?
3. Is there a significant difference in the assessment of the teacher respondents of their school administrator's leadership style when their profile is taken as a test factor?
4. How do leadership styles correlate with instructors' job satisfaction?

Theoretical Framework

This study is anchored in transformational leadership theory and situational leadership theory (Hersey & Blanchard, 1969), augmented by servant leadership principles to analyze the relationship between administrators' leadership styles and instructors' job satisfaction. Transformational leadership posits that effective leaders inspire followers through idealized influence, intellectual stimulation, and individualized consideration, fostering intrinsic motivation and commitment. This aligns with the study's focus on authoritative leadership (transformational's vision-driven aspect) and facilitative leadership (its developmental emphasis).

Complementarily, situational leadership theory asserts that leaders must adapt their style to followers' competence and commitment levels. This explains the situational leadership dimension in the study, where administrators adjust directives based on instructors' experience and task complexity. Meanwhile, democratic leadership draws from participative management theories, emphasizing collaboration and shared decision-making—critical in educational settings where teacher autonomy impacts satisfaction.

The servant leadership lens underpins the facilitative style, prioritizing instructors' growth and well-being. This is particularly relevant in vocational colleges, where instructors' technical expertise requires leaders who empower rather than control.

II. Literature Review

Administrator Leadership

The significance of leadership and the quality of school environments are universally acknowledged as pivotal factors in fostering growth, modernization, innovation, and the enhancement of teaching and learning processes. This assertion is supported by a range of scholars, including Hallinger and Heck [5], Schleicher [6], Lee et al. [7], and Lunenburg and Ornstein [8]. Leadership in educational institutions is intricately connected to daily school operations, acting as either a catalyst for success or a contributing factor to failure. Scholars such as Kafka [9] and Day and Sammons [10] have reinforced this point, emphasizing the critical role that effective leadership plays in driving educational progress. Gurr et al. [11] and Werang and Lena [12] further argue that leadership that aligns school goals with tangible activities is essential for building effective schools.

Effective leadership is considered a key driver in improving not only student outcomes but also teacher performance. Studies by Day and Sammons [10], Fackler and Malmberg [13], and Parveen et al. [14] emphasize the importance of leadership in educational success. Nonetheless, there exists considerable debate about the direct or indirect influence of administrators on student achievement, with research by Tan [15], Hallinger and Ko [16], and Wu et al. [17] indicating mixed results on this issue. Teachers themselves play an indispensable role in shaping students' intellectual and personal development within schools [18], as highlighted by DuFour and Marzano [19]. Sebastian and Allensworth [20] find that teachers' instructional capabilities and leadership qualities are the most significant predictors of student academic success. Administrator leadership is not limited to influencing academic outcomes but extends to enhancing teacher performance and job satisfaction. Studies by Antony et al. [21], Al-Safran et al. [22], Keddie [23], and Parveen et al. [24] reinforce the necessity of administrators to promote effective classroom instruction and foster knowledge management systems that support teachers' growth. Teacher performance is consistently linked to leadership behaviors, as evidenced by Bryman [25], Morrison [26], Haque et al. [27], and Younas et al. [28], all of whom explore the positive effects of leadership on teaching outcomes. Adeyemi [29], Imhangbe et al. [30], and Saleem et al. [31] further show the significant relationship between leadership style and teacher job performance, suggesting that leadership which promotes collaboration and shared vision enhances teacher effectiveness.

However, as Bickmore and Dowell [32] observe, undesirable leadership behaviors can hinder teacher performance and lead to increased turnover rates. According to Jones and Watson [33], these negative leadership traits, including poor communication and inadequate support, can severely impact job satisfaction and performance, prompting many educators

to leave the profession. Oplatka and Arar [34] also highlight that ineffective leadership can prevent teachers from reaching their full potential, which directly affects student learning outcomes.

Leadership and Quality

The quality of education within schools is heavily influenced by administrative leadership. School leaders are tasked with directing and managing the institution to improve educational standards and performance [35]. Studies by Ekosiswoyo [36], Kalsum [37], and Verawati [38] emphasize the importance of leadership in driving educational quality through both administrative and managerial responsibilities. Effective leadership not only enhances the skills of the teaching staff but also contributes to the overall learning environment. Leadership styles, as outlined by Sari [39], significantly impact educational quality, as they influence both teacher performance and student outcomes.

Moreover, the motivation of teachers is an integral aspect of improving educational quality. Rahmi [40] finds that teacher motivation is directly correlated with enhanced student learning outcomes, which in turn is facilitated by strong leadership. Wardhani and Soetomo [41] suggest that administrators must provide teachers with sufficient incentives and a sense of job satisfaction to improve their performance. Umam et al. [42] further suggest that fostering a positive school culture and creating an environment that encourages creativity and innovation are vital in ensuring educational quality. This perspective aligns with the idea that leadership in schools directly shapes organizational culture, which ultimately influences educational results [43].

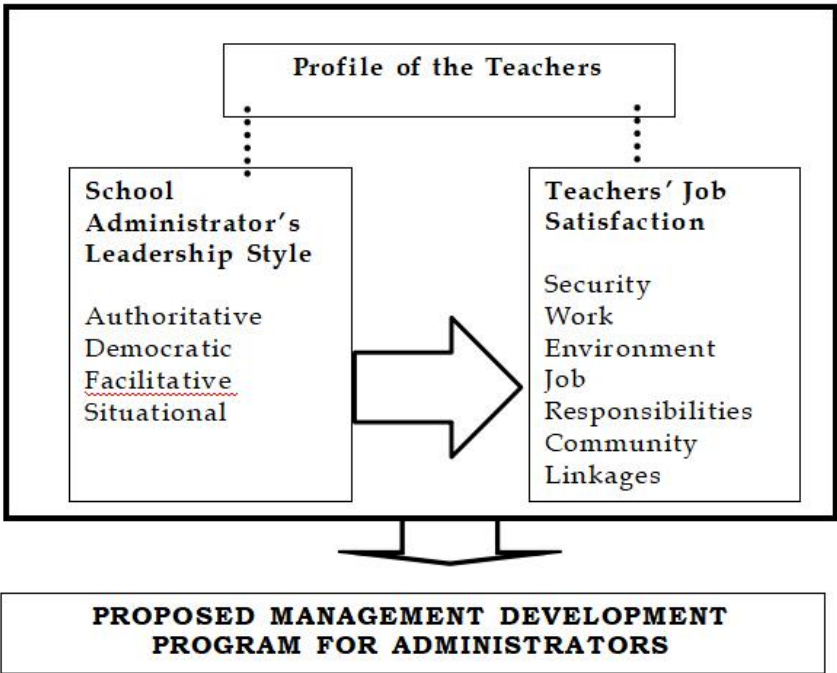
Teachers’ Job Satisfaction

Job satisfaction among teachers is a critical factor that affects their performance and retention within the educational system. According to Zidle [44], a job is defined by the achievement of organizational goals through paid efforts, which applies to the teaching profession as well. Kalhotra’s [45] research reveals that teachers' satisfaction is influenced by various factors, including intrinsic satisfaction, salary, career advancement, and the quality of relationships with colleagues and students. Feng [46] found that Chinese teachers’ job satisfaction was particularly low in areas related to compensation and job intensity, but high in aspects of personal fulfillment.

Studies by Schahzada and Gillani [47] and Huyman [48] further identify key contributors to teachers’ job satisfaction, including the work environment, remuneration, social standing, and school policies. Intrinsic factors, such as job security, career opportunities, and the ability to contribute meaningfully to the community, were found to have a significant influence on teachers’ job satisfaction. Extrinsic factors like salary and recognition, on the other hand, were linked to dissatisfaction [49].

Administrator Leadership and Job Satisfaction

Previous research indicates a direct correlation between administrator leadership and teacher job satisfaction. Leadership behaviors, such as effective communication, supportive relationships, and a commitment to teacher professional development, are essential in boosting teacher morale and performance. Ertas [50], Sun and Wang [51], and Bickmore and Dowell [32] assert that positive leadership behaviors are essential to retaining competent teachers and ensuring their professional satisfaction.



III. Conceptual Framework

Figure 1 shows the research paradigm on the assessing the relationship between the school administrator’s leadership style and the teachers’ job satisfaction in Chengdu Vocational and Technical College of Industry and Trade in Chengdu, Sichuan, China. It will likewise present the correlation between leadership style and job satisfaction.

IV. Methodology

Research Design

This study employs a descriptive-comparative-correlational design to explore the relationship between school administrators' leadership styles and teachers' job satisfaction. Descriptive research, as defined by Ary et al. (2019), systematically records and analyzes current conditions. This approach allows the researcher to quantify and correlate the variables of leadership styles and job satisfaction, considering demographic factors like age, gender, and tenure. The design facilitates the identification of significant relationships between the assessed leadership styles and teachers' satisfaction levels.

Research Locale

The study was conducted at Chengdu Vocational and Technical College of Industry and Trade in Chengdu, Sichuan, China. Established in 2015, the college serves approximately 17,000 students and employs 578 teaching staff. The institution focuses on producing skilled workers for high-end industries. The college's diverse and large teaching staff provides a relevant context for studying the impact of leadership styles on job satisfaction within a vocational education setting.

Sample and Sampling Technique

Stratified random sampling was used to select 231 teachers from a total of 578 staff members. Stratified sampling ensures that key characteristics such as age, gender, and experience are proportionally represented. The sample size was determined using a 5% margin of error, ensuring a statistically reliable representation of the teaching population. This method provides a diverse and accurate sample for analyzing the relationship between leadership styles and job satisfaction.

Research Instrument

Two main questionnaires were used: one to assess the leadership styles of administrators and the other to measure teachers' job satisfaction. The leadership style questionnaire includes items on Authoritative, Democratic, Facilitative, and Situational leadership, with responses ranging from "Exactly like my school administrator" to "Not like my school administrator at all." The job satisfaction questionnaire measures aspects like work environment and job security, with satisfaction levels rated from "Very Low Satisfaction" to "Very High Satisfaction." Both instruments were validated through expert review and pilot testing for reliability.

Data Gathering Procedure

Data was collected through face-to-face surveys after obtaining consent from both the school administration and teacher respondents. Participants were briefed on the study's purpose and given time to complete the questionnaires. The data was then processed using SPSS for analysis. Descriptive and inferential statistical methods, including mean scores and Pearson's *r* correlation, were used to examine relationships between leadership styles and job satisfaction, offering insights into effective leadership practices.

Statistical Treatment of the Data

SPSS was used to analyze the survey data. Descriptive statistics (frequencies, percentages) were applied to teachers' demographics, while weighted means were calculated for leadership styles and job satisfaction. To examine group differences, *t*-tests and one-way ANOVA with post-hoc analysis were employed. Pearson's *r* correlation was used to assess the relationship between administrators' leadership styles and teachers' job satisfaction, ensuring robust data interpretation and meaningful conclusions.

V. Results And Discussions

Demographic Profile of the Respondents

Table 1 presents the frequency distribution of the teacher respondents' profile in terms of sex, age, educational attainment, and length of service.

Table 1
Frequency Distribution of Teacher Respondents' Profile

Profile	Frequency	Percentage
Sex		
Male	149	64.5%
Female	82	35.5%
Total	231	100%
Age		
Less than 25 years old	22	9.5%
26-35 years old	82	35.5%
36-45 years old	89	38.5%
46-55 years old	23	10.0%
More than 55 years old	15	6.5%
Total	231	100%
Educational Attainment		
Bachelor's degree	69	29.9%
With Master's units	1	0.4%

Master's degree	140	60.6%
Doctoral degree	21	9.1%
Total	231	100%
Total		
Length of Service		
Less than 5 years	21	9.1%
5-10 years	45	19.5%
11-15 years	98	42.4%
16-20 years	51	22.1%
21-25 years	9	3.9%
More than 25 years	7	3.0%
Total	231	100%

Table 1 presents the demographic profile of the 231 teacher respondents. The majority of the respondents were male (64.5%), with females accounting for 35.5%. In terms of age, the largest group was between 36-45 years old (38.5%), followed by those aged 26-35 years (35.5%). Most teachers held a Master's degree (60.6%), while 29.9% had a Bachelor's degree, and only 9.1% had a Doctoral degree. Regarding length of service, the majority of respondents had been teaching for 11-15 years (42.4%), followed by 5-10 years (19.5%) and 16-20 years (22.1%). The

remaining teachers had shorter or longer teaching tenures.

Table 2

Teacher Respondents' Assessment of their School Administrators' Leadership Style in Terms of Authoritative Style

Authoritative Leadership Style	Mean	SD	Qualitative Description	Interpretation	Rank
1. Is comfortable serving as the spokesperson for the university.	1.68	1.11	Somewhat Like my Administrator	Slightly Evident	3
2. Is determined to drive school projects forward and achieve results.	1.65	1.06	Somewhat Like my Administrator	Slightly Evident	4
3. Excels in organizing and coordinating efforts within the school.	2.44	1.13	Somewhat Like my Administrator	Slightly Evident	1
4. Sets high standards for themselves and expects others to do the same.	2.40	1.08	Somewhat Like my Administrator	Slightly Evident	2
Composite Mean	2.04	0.53	Somewhat Like my Administrator	Slightly Evident	

Legend: 3.51-4.00 Exactly Like my Administrator/Highly Evident; 2.51-3.50 Much Like my Administrator/ Moderately Evident; 1.51-2.50 Somewhat Like my Administrator/Slightly Evident; 1.00-1.50 Not Like my Administrator at all/Not Evident at all

Table 2 presents the teacher respondents' assessment of their school administrators' leadership style in terms of the authoritative style. The mean scores for all items ranged from 1.65 to 2.44, with a composite mean of 2.04, indicating that the authoritative leadership style was "Somewhat Like my Administrator," with a "Slightly Evident" description. The highest-rated item was "Excels in organizing and coordinating efforts within the school" (mean = 2.44), followed by "Sets high standards for themselves and expects others to do the same" (mean = 2.40). The lowest rating was for "Is determined to drive school projects forward and achieve results" (mean = 1.65). Overall, the responses suggest that the authoritative leadership style is moderately present among school administrators.

Table 3

Teacher Respondents' Assessment of their School Administrators' Leadership Style in Terms of Democratic Style

Democratic Leadership Style	Mean	SD	Qualitative Description	Interpretation	Rank
1. Encourages teacher participation in decision-making	1.65	1.05	Somewhat Like my Administrator	Slightly Evident	3.5
2. Collaborates effectively on school committees	1.71	1.03	Somewhat Like my Administrator	Slightly Evident	1.5
3. Is open to extended discussions, as long as all aspects are thoroughly explored.	1.71	1.02	Somewhat Like my Administrator	Slightly Evident	1.5
4. Believes that all school members should adhere to formal decisions, following established procedures.	1.65	1.04	Somewhat Like my Administrator	Slightly Evident	3.5
Composite Mean	1.68	1.00	Somewhat Like my Administrator	Slightly Evident	

Legend: 3.51-4.00 Exactly Like my Administrator/Highly Evident; 2.51-3.50 Much Like my Administrator/ Moderately Evident; 1.51-2.50 Somewhat Like my Administrator/Slightly Evident; 1.00-1.50 Not Like my Administrator at all/Not Evident at all

Table 3 shows the teacher respondents' assessment of their school administrators' leadership style in terms of the democratic style. All items received similar ratings, with means ranging from 1.65 to 1.71, and a composite mean of 1.68, indicating that the democratic leadership style is "Somewhat Like my Administrator" and "Slightly Evident." The most notable aspects of the democratic style include "Collaborates effectively on school committees" and "Is open to extended discussions" (mean = 1.71), both tied for the highest rating, while "Encourages teacher participation in decision-making" and "Believes that all school members should adhere to formal decisions" tied for the lowest rating (mean = 1.65). Overall, the findings suggest a moderate presence of the democratic leadership style among school administrators.

Table 4

Teacher Respondents' Assessment of their School Administrators' Leadership Style in Terms of Facilitative Style

Facilitative Leadership Style	Mean	SD	Qualitative Description	Interpretation	Rank
1. Nurtures the potential of instructors.	1.65	1.06	Somewhat Like my Administrator	Slightly Evident	3
2. Values allowing individuals to learn from their mistakes.	2.42	1.13	Somewhat Like my Administrator	Slightly Evident	1
3. Prioritizes the well-being of teachers as the top concern for the school.	1.65	1.06	Somewhat Like my Administrator	Slightly Evident	3
4. Takes pleasure in assisting others in their personal and professional development.	1.65	1.06	Somewhat Like my Administrator	Slightly Evident	3
Composite Mean	1.84	0.86	Somewhat Like my Administrator	Slightly Evident	

Legend: 3.51-4.00 Exactly Like my Administrator/Highly Evident; 2.51-3.50 Much Like my Administrator/ Moderately Evident; 1.51-2.50 Somewhat Like my Administrator/Slightly Evident; 1.00-1.50 Not Like my Administrator at all/Not Evident at all

Table 4 summarizes the teacher respondents' assessment of their school administrators' leadership style in terms of the Facilitative Leadership Style. The overall mean of 1.84 indicates that this leadership style is "Somewhat Like my Administrator/Slightly Evident." The highest-rated item was "Values allowing individuals to learn from their mistakes" (mean = 2.42), which ranked first. The other items— "Nurtures the potential of instructors," "Prioritizes the well-being of teachers as the top concern for the school," and "Takes pleasure in assisting others in their personal and professional development"— all shared a mean of 1.65 and ranked equally third. This reflects that while some facilitative behaviors are present, they are only slightly evident in the administrators' leadership approach.

Table 5 Teacher Respondents' Assessment of their School Administrators' Leadership Style in Terms of Situational Style

Situational Leadership Style	Mean	SD	Qualitative Description	Interpretation	Rank
1. Assumes leadership responsibilities, when necessary, regardless of traditional leadership labels.	1.65	1.06	Somewhat Like my Administrator	Slightly Evident	3
2. Adapts effectively to diverse situations.	1.65	1.06	Somewhat Like my Administrator	Slightly Evident	3
3. Possesses the ability to view situations from various perspectives.	1.65	1.06	Somewhat Like my Administrator	Slightly Evident	3
4. Enjoys participating in role-playing exercises.	2.31	1.13	Somewhat Like my Administrator	Slightly Evident	1
Composite Mean	1.81	0.85	Somewhat Like my Administrator	Slightly Evident	

Legend: 3.51-4.00 Exactly Like my Administrator/Highly Evident; 2.51-3.50 Much Like my Administrator/ Moderately Evident; 1.51-2.50 Somewhat Like my Administrator/Slightly Evident; 1.00-1.50 Not Like my Administrator at all/Not Evident at all

Table 5 presents the teacher respondents' assessment of their school administrators' leadership style in terms of Situational Leadership. The overall mean of 1.81 indicates that the leadership style is "Somewhat Like my Administrator/Slightly Evident." The highest-rated item was "Enjoys participating in role-playing exercises" (mean = 2.31), which ranked first.

The remaining three items, "Assumes leadership responsibilities when necessary," "Adapts effectively to diverse situations," and "Possesses the ability to view situations from various perspectives," all shared a mean of 1.65, ranking equally third. This suggests that the situational leadership style is slightly present in the administrators' behaviors.

Table 6

Summary of the Teacher Respondents' Assessment of their School Administrators' Leadership Style

Leadership Styles	Mean	SD	Qualitative Description			Interpretation	Rank
1. Authoritative Leadership	2.04	0.53	Somewhat	Like	my	Slightly	1
2. Democratic Leadership	1.68	1.00	Somewhat	Like	my	Slightly	4
3. Facilitative Leadership	1.84	0.86	Somewhat	Like	my	Slightly	2
4. Situational Leadership	1.81	0.85	Somewhat	Like	my	Slightly	3
Over-all Mean	1.85	0.73	Somewhat	Like	my	Slightly	

Legend: 3.51-4.00 Exactly Like my Administrator/Highly Evident; 2.51-3.50 Much Like my Administrator/ Moderately Evident; 1.51-2.50 Somewhat Like my Administrator/Slightly Evident; 1.00-1.50 Not Like my Administrator at all/Not Evident at all

Table 6 summarizes the teacher respondents' assessment of their school administrators' leadership styles. The overall mean of 1.85, categorized as "Somewhat Like my Administrator/Slightly Evident," reflects that respondents perceive the leadership styles as moderately evident. The highest-rated style is the "Authoritative Leadership Style" (mean = 2.04), followed by "Facilitative Leadership Style" (mean = 1.84), "Situational Leadership Style" (mean = 1.81), and the lowest-rated "Democratic Leadership Style" (mean = 1.68). All styles received similar scores, indicating a slight presence of each leadership style, with the authoritative style being the most evident.

The predominance of authoritative leadership at Chengdu Vocational and Technical College reflects a confluence of cultural, institutional, and operational factors inherent to China's educational landscape. Culturally, Confucian values emphasizing hierarchy, respect for authority, and centralized decision-making legitimize top-down leadership approaches. Administrators, as "scholar-officials," are expected to provide clear direction and maintain order—a role reinforced by China's broader political tradition of centralized governance. Institutionally, vocational colleges prioritize standardized skill development aligned with national economic goals (e.g., "Made in China 2025"), requiring administrators to enforce uniform curricula and compliance with state mandates. Operationally, rapid enrollment growth (17,000 students) necessitates efficient resource allocation and bureaucratic coordination, favoring authoritative leaders who "excel in organizing and coordinating efforts" (Table 2, Item 3). This style offers perceived stability amid educational reforms but risks stifling teacher autonomy—explaining its "slightly evident" rating (Composite Mean 2.04) rather than strong endorsement.

Table 7

Differences in the Assessment of Respondents of their School Administrators' Leadership Style When Sex is Taken as Test Factor

Leadership	Sex	Mean	SD	Computed t-value	Sig	Decision on Ho	Interpretation
1. Authoritative	Male	2.03	0.51	-0.58	0.56	Accepted	Not Significant
	Female	2.07	0.56				
2. Democratic	Male	1.58	0.95	-2.03	0.06	Accepted	Not Significant
	Female	1.86	1.06				
3. Facilitative	Male	1.76	0.80	-1.92	0.06	Accepted	Not Significant
	Female	1.99	0.94				
4. Situational	Male	1.76	0.81	-1.38	0.17	Accepted	Not Significant
	Female	0.81	0.90				
Over-all	Male	1.78	0.69	-1.76	0.08	Accepted	Not Significant
	Female	1.96	0.79				

Table 7 presents the differences in the assessment of school administrators' leadership styles based on the sex of the respondents. The data reveals no significant differences in the leadership styles when comparing male and female teachers. For all four leadership styles—Authoritative, Democratic, Facilitative, and Situational—the computed t-values do not reach a level of significance ($p > 0.05$), leading to the acceptance of the null hypothesis (H_0) for each comparison. Specifically, while female teachers rated the leadership styles slightly higher than their male counterparts, the differences were not statistically significant. This indicates that sex does not significantly influence the teachers' assessments of their administrators' leadership styles.

Table 8

Differences in the Assessment of Respondents of their School Administrators' Leadership Style When Age is Taken as Test Factor

Leadership Style	Age	Mean	SD	Compute	Sig	Decisio	Interpreta
1. Authoritative	<25 y/o	2.11	0.49	0.31	0.87	Accepted	Not Significant
	26-35 y/o	2.03	0.59				
	36-45 y/o	2.02	0.50				
	46-55 y/o	2.02	0.45				
	>55 y/o	2.15	0.53				
2. Democratic	<25 y/o	1.49	0.67	2.15	0.08	Accepted	Not Significant
	26-35 y/o	1.61	0.97				
	36-45 y/o	1.69	0.98				
	46-55 y/o	1.60	1.13				
	>55 y/o	2.37	1.28				
3. Facilitative	<25 y/o	1.65	0.64	2.22	0.07	Accepted	Not Significant
	26-35 y/o	1.79	0.88				
	36-45 y/o	1.85	0.83				
	46-55 y/o	1.79	0.93				
	>55 y/o	2.43	0.93				
4. Situational	<25 y/o	1.72	0.73	1.96	0.10	Accepted	Not Significant
	26-35 y/o	1.74	0.81				
	36-45 y/o	1.82	0.83				
	46-55 y/o	1.78	0.93				
	>55 y/o	2.38	1.09				
Over-all	<25 y/o	1.74	0.81	1.95	0.10	Accepted	Not Significant
	26-35 y/o	1.80	0.73				
	36-45 y/o	1.85	0.71				
	46-55 y/o	1.80	0.80				
	>55 y/o	2.34	0.92				

Table 8 shows the differences in the assessment of school administrators' leadership styles based on the age of the respondents. The results indicate no statistically significant differences in any of the leadership styles (Authoritative, Democratic, Facilitative, and Situational) when analyzed by age groups, as all the computed F-values are below the critical value for significance ($p > 0.05$). While there are slight variations in the mean scores across different age groups, these differences do not reach statistical significance. This suggests that age does not significantly influence the teachers' assessments of their administrators' leadership styles.

Table 9

Differences in the Assessment of Respondents of their School Administrators' Leadership Style When Educational Attainment is Taken as Test Factor

Leadership	educational	Mean	SD	Computed	Sig	Decisio	Interpreta
1. Authoritative	Bachelor's	1.9	0.47	0.67	0.57	Accepted	Not Significant
	w/ Master's	1.5	.				
	Master's degree	2.0	0.55				
	Doctoral degree	2.0	0.55				
2. Democratic	Bachelor's	1.5	0.82	0.91	0.44	Accepted	Not Significant
	w/ Master's	2.0	.				
	Master's degree	1.7	1.06				
	Doctoral degree	1.7	1.11				
3. Facilitative	Bachelor's	1.7	0.70	0.89	0.45	Accepted	Not Significant
	w/ Master's	1.7	.				
	Master's degree	1.8	0.92				
	Doctoral degree	1.9	0.85				
4. Situational	Bachelor's	1.6	0.74	0.90	0.44	Accepted	Not

Over-all	w/ Master's	1.7	.	0.94	0.42	Accepted	Not Significant
	Master's degree	1.8	0.90				
	Doctoral degree	1.8	0.81				
	Bachelor's	1.7	0.6				
	w/ Master's	1.7	.				
	Master's degree	1.9	0.7				
	Doctoral degree	1.9	0.7				

Table 9 presents the differences in the assessment of school administrators' leadership styles based on the educational attainment of the respondents. The results indicate that educational attainment does not have a significant impact on teachers' assessments of leadership styles (Authoritative, Democratic, Facilitative, and Situational), as all computed F-values are below the threshold for significance ($p > 0.05$). Although there are slight variations in the mean scores across different educational levels, these differences do not reach statistical significance, suggesting that educational background does not substantially influence the way teachers evaluate their administrators' leadership styles.

Table 10

Differences in the Assessment of Respondents of their School Administrators' Leadership Style When Length of Service is Taken as Test Factor

Leadership Style	Length of Service	Mean	SD	Computed F-value	Sig.	Decision	Interpretation
1. Authoritative	<5 years	1.80	0.63	0.56	0.73	Accepted	Not Significant
	5-10 years	2.00	0.50				
	11-15 years	2.00	0.51				
	16-20 years	2.00	0.55				
	21-25 years	2.11	0.45				
	>25 years	2.10	0.62				
2. Democratic	<5 years	1.31	0.62	2.57	0.08	Accepted	Not Significant
	5-10 years	1.60	1.02				
	11-15 years	1.50	0.93				
	16-20 years	1.80	1.06				
	21-25 years	2.00	1.18				
	>25 years	2.61	1.42				
3. Facilitative	<5 years	1.40	0.53	2.95	0.13	Accepted	Not Significant
	5-10 years	1.80	0.90				
	11-15 years	1.70	0.79				
	16-20 years	2.00	0.94				
	21-25 years	2.30	0.86				
	>25 years	2.40	1.07				
4. Situational	<5 years	1.40	0.66	2.38	0.10	Accepted	Not Significant
	5-10 years	1.80	0.84				
	11-15 years	1.70	0.75				
	16-20 years	1.90	0.94				
	21-25 years	2.10	0.97				
	>25 years	2.40	1.33				
Over-all	<5 years	1.50	0.50	2.59	0.07	Accepted	Not Significant
	5-10 years	1.80	0.70				
	11-15 years	1.70	0.60				
	16-20 years	1.90	0.70				

	21-25 years	2.1	0.8				
	>25 years	2.4	1.0				

Table 10 shows the differences in the teachers' assessment of their school administrators' leadership styles when grouped according to their length of service. Although teachers with longer years of service tend to give slightly higher mean ratings, particularly those with over 25 years of service, the computed F-values reveal no significant differences across all leadership styles ($p > 0.05$). This means that the length of service does not significantly influence how teachers perceive the leadership style of their administrators. Regardless of whether teachers are new or experienced, their assessments remain statistically similar.

VI. Conclusion and Recommendations

Conclusion

This study examined the relationship between school administrators' manifested leadership styles and instructors' job satisfaction at Chengdu Vocational and Technical College of Industry and Trade, focusing on how demographic factors (sex, age, educational attainment, and length of service) relate to perceptions of authoritative, democratic, facilitative, and situational leadership styles. Most respondents were male, aged 36-45, held a master's degree, and had 11-15 years of teaching experience. Teachers perceived all four leadership styles as only slightly evident in current practices, with the authoritative style being the most noticeable, followed by facilitative, situational, and democratic styles. No significant differences were found in assessments based on any demographic factors, suggesting a consistent perception of leadership across all groups regardless of background.

Recommendations

Based on the findings, the following recommendations are proposed for the institution and future researchers:

1. Enhance Leadership Training: School administrators should undergo targeted leadership development programs that focus on improving democratic, facilitative, and situational leadership practices. A more balanced application of these styles may lead to higher levels of teacher engagement and satisfaction.
2. Foster Teacher Involvement: Efforts should be made to increase teacher participation in decision-making and school governance. Strengthening the democratic leadership style could enhance collaboration and promote a more inclusive work environment.
3. Prioritize Professional Growth: The institution should encourage administrators to adopt facilitative behaviors that prioritize teachers' well-being and professional development, fostering a more supportive organizational culture.
4. Encourage Leadership Flexibility: Administrators should be trained to adapt their leadership styles based on situational demands, enhancing their responsiveness to changing educational contexts and the diverse needs of faculty.
5. Future Research: Further studies could explore the relationship between leadership styles and job satisfaction using qualitative methods to capture deeper insights. Additionally, including more institutions in the research scope could provide a broader understanding of leadership influences in vocational education settings.

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